

North Georgia College

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Graduate Bulletin

NORTH GEORGIA COLLEGE

NOTICE OF RESPONSIBILITIES

Institutional

1. North Georgia College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973. This nondiscrimination policy applies to admission or access to, or treatment, or employment in, its purpose and activities.
2. No person shall, on the ground of sex, age, creed, race, or national origin, be excluded from participation in or be denied the benefits of any program or activity conducted by North Georgia College.

Student

1. It is important all students note that it is their responsibility to keep themselves apprised of current admission, retention and graduation requirements for their particular degree program.
The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and North Georgia College. The College reserves the right to change any provision listed in this catalog, including, but not limited to academic requirements for graduation, without actual notice to individual students.
2. It is important that all students satisfy their financial obligations to North Georgia College. The College reserves and intends to exercise its right to withhold copies of educational records and/or to disenroll students who owe money to the College.

Graduate Bulletin

1985-1987

For clarification of or additional information about any part of this book, please contact the Director of Graduate Studies, North Georgia College, Dahlonega, Georgia 30597 or 404-864-3391.

NORTH GEORGIA COLLEGE

March 30	Final Day for Changing Schedules
April 27	Last Day to Drop with W
April 28	Mid-term Grade Reports Due
May 2	Comprehensive Examination
May 4, 5	Summer Advisement
May 5, 6	Summer Registration
May 8, 11-14	Fall Advisement
May 11-15	Fall Registration
May 31	Commencement
June 4-6	Examinations
June 8	Final Grade Reports Due

Summer Quarter, 1987*

June 16	Late Advisement, Registration, Pay Fees
June 17	First Day of Classes
June 19	Final Day for Changing Classes
July 3	Independence Day Recess
July 15	Mid-term Grade Reports Due
July 21, 22	Fall Advisement
July 22, 23	Fall Registration
July 25	Comprehensive Examination
August 11-12	Examinations
August 13	Final Grade Reports Due

*Sixty-five minute classes

General Information

Expenses and Fees

Financial Aid

Facilities

NORTH GEORGIA COLLEGE

GENERAL INFORMATION

History

North Georgia College was founded in 1873 as an agricultural and mechanical college for men and women. At present it is a state-supported, liberal arts, senior college unit of the University System of Georgia under the direction of the State Board of Regents. It is located in Dahlonega, Georgia, on the site of the original U.S. Government Gold Mint. Dahlonega, a town of about 3,000 people, is set in the foothills of the beautiful Blue Ridge Mountains—55 miles/1 hour north of metropolitan Atlanta via Georgia 400.

North Georgia College was approved by the Board of Regents of the University System of Georgia to initiate a graduate program for teachers in June, 1974. This approval followed a four-year period of service by the College as a resident graduate center for the University of Georgia. In its approval, North Georgia College was authorized to offer the Master of Education degree in the areas of Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Middle Grades Education was added in 1978.

Statement of Purpose

The objectives of the program are directly related to the goals of North Georgia College as stated in the statutes of the college. More specifically, the program is designed to provide preparation for teachers at the fifth year level, to equip superior graduate students for study at advanced levels, and to provide teachers who do not desire a graduate degree the opportunity to enhance their skills and knowledge. All graduates of the program should be capable of sustained study, possess a relatively broad knowledge of the literature in their area of study, and have a reasonable ability to engage in appropriate research.

Accreditation and Memberships

North Georgia College, as a senior member of the University System of Georgia, is a fully accredited member of the Association of American Colleges, the Association of Military Colleges and Schools, the Southern Association of Colleges, and the Association of Georgia Colleges. Its work in the field of education is recognized and accredited by the National Council for the Accreditation of Teacher Education and the Georgia State Department of Education. The quality of the training offered in all departments has long enjoyed national recognition. A significant number of its graduates attend graduate and professional schools.

COLLEGE EXPENSES AND FEES*

All fees are payable at the time of registration for each quarter. Registration is not complete until all fees have been paid. All matriculation and other charges are subject to change without notice. Payment may be made either in cash or by check. If a check given in payment of a student's fees, books, or supplies is not paid upon presentation to the bank on which it is drawn, the student will be charged a returned check fee of \$15.00 or 5% of the amount of the check, whichever is greater.

Application Fee

ALL APPLICANTS to North Georgia College for graduate studies must submit a ten dollar (\$10.00) Application Fee with their Application Form before the applicant will be given consideration as a prospective student. The Application Fee is non-refundable and will not apply toward the student's registration fees.

Tuition

The University System of Georgia requires no general tuition fee of students who are legal residents of the State of Georgia, and there is no charge for instruction, except for certain courses requiring instruction on an individual and small-group basis.

Matriculation Fee—Resident Students

Each student is required to pay matriculation fees. A student who is a legal resident of the State of Georgia according to the regulations of the Board of Regents of the University System of Georgia, and who has been a legal resident of the state for at least twelve months preceding the date of his registration must pay Resident Student fees. These fees are payable in advance at the beginning of each quarter. A full load is 10 or more hours per quarter.

Matriculation Fee	\$284.00 per full load/quarter or \$ 24.00 per quarter hour
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Matriculation and Tuition Fees—Non Resident Students

Each student who has not been legally domiciled in the State of Georgia under the regulations of the Board of Regents for at least twelve months preceding the date of his registration shall pay at the beginning of each quarter the following matriculation and tuition fees:

*All dollar amounts are subject to change without notification.

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Matriculation Fee	\$284.00 per full load/quarter or \$24.00 per quarter hour
Tuition—Out-of-State	\$569.00 per full load/quarter hour or \$47.00 per quarter hour
Total	\$853.00 per full load/quarter or \$71.00 per quarter hour

Students with a teaching contract in Georgia may be eligible for resident status and should contact the Registrar for details.

Student Activity Fee

A student activity fee of \$33.00 is charged every student taking six or more hours each quarter. The opportunity for students to enhance their total college environment and more fully appreciate the aesthetics of a cultural, religious, social, and athletic programs for the entire student body. In addition, these fees provide financial support for student facilities at the College, guest speakers and lecturers, student publications, and similar projects which are available for the exclusive use of the students of North Georgia College.

Student Health Fee

A student health fee of \$28.00 is charged every student taking six or more hours each quarter. The Infirmary is open for student use on a 24 hour a day basis and consultation with a physician is available daily.

Room and Board

Room and board is available at the following rates:

Room	\$225.00 per quarter
Board	\$300.00 per quarter

Room reservations can be made by submission of a \$25.00 deposit.

Late Registrants

A student who fails to register during the period set aside for this purpose will be required to pay a service charge of \$5.00 per course.

Transcript Fee

A student who has discharged all financial obligations to North Georgia College is entitled to receive on request and without charge one transcript of his academic record. A charge of \$2.00 will be made for each additional transcript.

Graduation Fee

Every student receiving a degree must pay a graduation fee of \$25.00 to cover all expenses, including the rental of cap, gown, hood, and the cost of the diploma. Students may procure the necessary forms and pay the graduation fee at the Registrar's office.

Refund of Matriculation Fees

Formal withdrawal must begin with a written approval from the Director of Graduate Studies. At the time this approval is granted, specific instructions will be given for the student to complete his formal withdrawal. Any deviation from this procedure will be considered as an irregular withdrawal and will result in the forfeiture of the refund.

In the case of formal withdrawal, a refund of the Matriculation Fee may be made on the following basis:

- (1) Withdrawal during one week following the scheduled registration date; a refund of 80% of the Matriculation Fee Paid for that quarter;
- (2) Between one and two weeks, 60%;
- (3) Between two and three weeks, 40%;
- (4) Between three and four weeks, 20%;
- (5) After four weeks, no refund.

In case of withdrawal, a refund on board and room may be made on the number of full weeks remaining in the quarter.

In the case of excused absence, a refund on board, not room, may be given on that part of the student's absence which is in excess of two weeks.

FINANCIAL AID

Graduate Assistantships

Assistantships are available in departments offering degrees. Stipends vary, depending upon services rendered. Students interested in such grants may obtain further information by writing the Dean of the College.

Residence Hall Directors

Hall director positions are periodically available to a very limited number of graduate students. Students awarded these positions receive compensation based upon work done and responsibilities. Detailed information regarding these positions can be obtained from:

Ms. Frances Saus
Associate Dean of Students
North Georgia College
Dahlonega, Georgia 30597

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Loans and Part-Time Employment

North Georgia College participates in the Direct Student Loan Program. Loan ceilings are \$12,000 in the aggregate for graduate students (including any undergraduate loans). If the student enters the teaching field after college and teaches the physically handicapped or children in a defined poverty area, 100% of the loan (plus interest) may be cancelled. Cancellation of the loan (plus interest) takes place at the rate of 15% per year for the 1st and 2nd year, 20% per year for the 3rd and 4th year, and 30% per year for the 5th year.

Part-time positions are available for graduate students. Those interested in loans or part-time employment may obtain detailed information by writing the Director of Financial Aid.

Teachers seeking state grant-in-aid should write: Consultant, In-Service Teacher Education, State Office Building, Atlanta, Georgia 30334.

Veterans Administration Benefits

North Georgia welcomes the opportunity to assist former servicemen and women eligible for benefits under Public Law 894 or Public Law 550 and war orphans eligible for benefits under Public Law 634. The Veterans Affairs Office at North Georgia College provides an advisory service for students eligible for benefits under these laws. Students planning to attend college under these laws should obtain an application for the Veterans Affairs Office at the College. This office will process the application and certify enrollment.

Service-cancelable Loans for Teachers

The Georgia legislature appropriates funds annually to the Georgia Student Finance Authority to provide service-cancelable loans to eligible students as an incentive for increasing teacher manpower in mathematics, science and special education.

Those interested may obtain detailed information by contacting the Director of Financial Aid at North Georgia College.

Regents Opportunity Scholarship

This scholarship program is through the auspices of the Board of Regents of the University System of Georgia. Funds are provided for qualified minority students to pursue a graduate degree. Contact the Director of Graduate Studies for further information.

FACILITIES

Library

Stewart Library, completed in 1971, holds more than 100,000 volumes plus approximately 325,000 units of microtext including daily issues of the New York Times from September 1, 1851 to date, Dissertation Abstracts from 1938 and the complete files and index of the Educational Resources Information Center (ERIC). Subscriptions are maintained to about 900 periodicals including the major educational journals.

Reference services include: interlibrary loan and access to the Southeastern Regional Medical Library Program (SERMLP).

Stewart is the U.S. Government Selective Depository Library for the North Georgia area.

Circulated materials include books, audio-visual equipment, filmstrips, films, documents, clipping and pamphlet files.

The library is open and staff are available 7 days each week of the academic quarter including evenings to 10 p.m. (except Friday and Saturday evenings). Library cards for Graduate Students are reissued quarterly and are kept on file at the main circulation desk.

Computer Facilities

As a member of the University System of Georgia Computer Network, North Georgia College has access to the computers at the University of Georgia, Georgia Tech, and Georgia State University. Terminals are readily available to students if they need to access these computers.

North Georgia College also has several micro-computer labs accessible by students. These labs are located in Dunlap Hall, Rogers Hall, and the Education Building at the present time.

A TI 990/12 computer is currently being used by North Georgia College for Administrative applications. This computer can be used as a remote job entry terminal to the facilities provided by the University System Computer Network.

Instructional Media

The Department of Education maintains an Instructional Media Laboratory and a Video-tape laboratory. The laboratories exist not only to provide audio-visual equipment, but have trained staff on hand to provide services and consultation for more effective means of instruction.

Admission

ADMISSION

Requirements

To be admitted, an applicant must hold a bachelor's degree from an accredited college or university and must meet other admission requirements as outlined below. The applicant must submit transcripts from all institutions attended prior to North Georgia College, as well as satisfactory test scores on the Graduate Record Exam (GRE), the National Teachers Exam (NTE) or the Miller Analogies Test (MAT).

Procedure

Application forms may be obtained from the Office of Graduate Studies or the College Admission Office. The completed form with the \$10.00 application fee, transcripts and tests scores should be returned to the Admissions Office, North Georgia College. All materials should be in the Admissions Office at least 20 days prior to the time of enrollment.

If applicants cannot enter the Graduate Studies Program at the quarter indicated on the application form, they should inform the Admissions Office of their plans.

Transfer

Students wishing to transfer into the Graduate Studies Program must become a degree seeking candidate and meet all the requirements of applicants for regular standing. The student may offer in transfer, to be approved by the advisor and the Director of Graduate Studies, a maximum of 10 hours with grades of "B" or better from an accredited graduate school. This request for transfer of graduate credit must be done in writing by the student through the Office of Graduate Studies. All work, including transfer credit, must be completed within the 6 year period.

Standings

Applicants may be admitted to the Graduate Studies Program in one of the following standings:

A. *Regular Standing*—A student who has graduated from an accredited institution with a cumulative undergraduate GPA of 2.5 or above, GRE score of 800 or above on the aptitude portion; or NTE score of 550 or above on the common exam (if taken prior to Fall, 1982)*, or a MAT score of 44 or above.

B. *Provisional Admission*

1. The student must hold an undergraduate degree from an accredited college or university with an undergraduate major in, or

*Contact the Graduate Studies Office for required scores on the new version of the NTE.

prerequisites for, the planned field of study where applicable.

2. If a student fails to meet either the minimum undergraduate grade point average or entrance test requirements for regular admission, the student may be considered for provisional admission if:
 - a. the undergraduate grade point average multiplied by 100 and added to the student's score on the aptitude test of the GRE equals at least 1000
$$(GPA \times 100) + (\text{GRE Aptitude}) \geq 1000, \text{ or}$$
 - b. the undergraduate grade point average multiplied by 100 and added to the student's Miller Analogies Test score multiplied by 10 equals at least 560
$$(GPA \times 100) + (\text{MAT} \times 10) \geq 560, \text{ or}$$
 - c. the undergraduate grade point average multiplied by 100 and added to the student's score on the common examination of NTE, taken prior to the Fall of 1982, equals at least 750
$$(GPA \times 100) + (\text{NTE Common}) \geq 750.$$

In no event:

- (a) may the undergraduate grade point average be less than 2.2,
 - (b) the score on the aptitude test of the GRE be less than 700, or
 - (c) the score on the MAT be less than 27, or
 - (d) the score on the common examination of the NTE be less than 450.
3. Students may remain admitted on a provisional basis until they have attempted 15 hours of graduate work. If they satisfactorily complete the initial 15 hours of work with no grade of less than a "B", they may be admitted to a degree program subject to approval by appropriate college/university officials.

NON-DEGREE STUDY

- C. Post-Baccalaureate Admission** (Definition: The student has applied for admission for the purpose of taking courses for certification or personal enrichment.)
 1. A student in this category must have a baccalaureate degree from an accredited college with a minimum grade point average of 2.0 calculated on all undergraduate work attempted.
 2. No more than 15 hours of credit earned in this category may subsequently be applied toward meeting the requirements of a master's degree at an institution in the University System. Provisional or regular admission must be met. No credit earned in this classification may be applied to programs of study leading to the Specialist in Education degree.
- d. Special Admission** (Definition: The student has applied for admission for the purpose of taking courses for certification or personal enrichment but does not meet minimum requirements for post-baccalaureate admission.)

1. A student in this category must have a baccalaureate degree from an accredited college.
2. Credit earned in this category may not later be applied to a Master's degree.

e. ***Post-Graduate Admission*** (Definition: The student, holder of an earned graduate degree, has not applied for another degree program, but wishes to take work for certification or personal enrichment.)

1. Students in this category must have a graduate degree from an accredited college.
2. No more than 15 hours of graduate credit earned in this category may subsequently be applied toward meeting the requirements of a graduate degree at an institution in the University System. No credit earned in this classification may be applied to the Specialist in Education degree programs.

ADMISSION TO THE GRADUATE STUDIES PROGRAM DOES NOT IMPLY ACCEPTANCE AS A CANDIDATE FOR A MASTER'S DEGREE.

Degree Requirements

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REQUIREMENTS FOR GRADUATE DEGREES

Admission to Candidacy

Admission to candidacy may be granted to any regular graduate student when the following requirements have been met: (1) the student has completed at least 15 quarter hours of acceptable graduate work at North Georgia College; (2) the student has filed in the office of Graduate Studies an application for candidacy/program of study approved by the advisor, the appropriate departmental chairman, the Director of Graduate Studies and the College Dean; (3) if applicable the student has on file an approved plan for thesis or research project.

Students must be admitted to candidacy prior to enrollment in their sixth course. If a student is seeking fifth-year teacher certification then the student should furnish evidence of eligibility for the Georgia T-4 Certificate.

Entrance Tests for Regular Standing

For any applicant one of the following tests is acceptable:

1. The Aptitude Test of the Graduate Record Examination with a minimum score of 800.
2. The Miller Analogies Test with a minimum score of 44.
3. The Common Examination of the National Teacher Examination, taken prior to Fall, 1982, with a minimum score of 550. Contact the Graduate Studies Office for required Scores on the new version of the NTE.

Academic Performance

A graduate student must maintain a grade point average of 3.0 or better. No grade below a "C" will be accepted toward a degree. The record of any student receiving more than two "C's" will be subject to review by an ad hoc graduate review committee appointed by the Chair of the Graduate Council and composed of no fewer than three members.

Graduate students whose academic performance is unsatisfactory will be subject to the following:

1. Academic Notice. When any student's GPA falls below a B average that student will be placed on academic notice until the B average is attained. No student may become a candidate for the degree or take the comprehensive examination while on academic notice.
2. Probation. A student will be placed on probation for either of the following reasons:
 - a. The student's grade point average falls below 2.67 any time after 30 quarter hours have been attempted. (Probation is removed when the GPA reaches 3.0 or higher.)

- b. The student earns one "F". (Probation is removed when the course or a substituted course, approved by the Director of Graduate Studies, is taken and a grade of "B" or "A" is attained.) No student may be a candidate, or take the comprehensive examination while on probation.
3. Suspension. Any student receiving 2 "F's" or any 3 grades below "C" will be suspended. No student may enroll in any graduate courses while on suspension. (If suspended, a student may reapply for admission. Readmission is subject to the approval of the Graduate Admissions Committee.)

Program of Study

The Program of Study must be completed and on file in the Graduate Office by the completion of 25 hours of graduate work. If the student is following the program requiring a thesis, the thesis subject must also be submitted for approval.

The Program of Study shall consist of those courses for which graduate credit is granted toward a degree or teacher's certificate. No changes may be made in the Program of Study without approval in advance by the Director of Graduate Studies. A memorandum of such changes must be appended to the Program of Study in the candidate's file.

North Georgia College offers the following degrees in the field of Education:

Master of Education in Early Childhood Education

Master of Education in Elementary Education

Master of Education in Middle Grades Education

Master of Education in Special Education

Interrelated

Learning Disabilities

Mental Retardation

Behavior Disorders

Master of Education in Secondary Education:

Art	Mathematics
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Biology	Modern Languages
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Business Education	Physical Education
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Chemistry	Physics
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English	Political Science
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History	Science
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	Social Science
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The Specialist Degree

North Georgia College has been designated as a Residence Center for certain 6th year programs offered by the University of Georgia. For information contact the Director of Graduate Studies.

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Course Requirements

The program, planned as a logically organized whole and interrelated with the student's undergraduate years, will meet the following minimum requirements:

Program Without Thesis. The program without thesis requires a MINIMUM OF 55 QUARTER HOURS OF COURSE WORK, of which 30 hours must be in courses numbered 700 or above. The 55 quarter hours shall be organized in the following manner:

A. Education 700—Foundations of Education.....	5 hours
B. Education 701—Educational Research.....	5 hours
C. Education 702—Psychology of Classroom Learning.....	5 hours
D. Education 713, 734, 773, or Special Education 770.....	5 hours
(Students should take the curriculum course related to their area.)	
E. Academic Concentration (Minimum).....	25 hours
F. Elective—(To be chosen from Education).....	5 hours
G. Elective—(Chosen from Education or Academic concentration).....	5 hours

Total 55 hours

Program With Thesis. The program with thesis requires a minimum of 45 quarter hours of course work, of which 25 quarter hours must be in courses numbered 700 or above. The program with thesis will be organized in the following manner:

A. Education 700—Foundations of Education.....	5 hours
B. Education—701—Educational Research.....	5 hours
C. Education 702—Psychology of Classroom Learning.....	5 hours
D. Education 713, 734, 773, or Special Education 770.....	5 hours
(Students should take the curriculum course related to their area.)	
E. Academic Concentration.....	25-30 hours
F. Thesis (Students should register for Education 709).....	5-10 hours

Total 55 hours

Candidates for the M.Ed. degree must meet certain undergraduate and graduate requirements in the teaching area. Since these requirements vary from department to department it will be necessary for the student to plan with an adviser in the department. It is the student's responsibility to insure that all requirements both undergraduate and graduate have been met. Each department will provide the candidate with a list of requirements upon request.

Thesis

The thesis must embody the results of a study related to the student's academic concentration. The study must demonstrate the student's ability to successfully attack a genuine education problem and draw logical and significant conclusions from the data.

Each student undertaking a thesis should register for Education 709 above the required 45 quarter hours. Grading for this course will be done by the student's major professor. Grades given should depend upon the progress of the student.

The format of the thesis must conform to the requirements specified by the College.

The candidate must consult with all committee members as the thesis progresses, and suggestions must be incorporated before the final form of the thesis is typed. The final copy of the thesis must be submitted to all members of the examining group not later than one week preceding the date of the examination. Revisions or corrections by the examining committee must be made before acceptance of the thesis becomes final.

Time Limit, Residence Requirement

In any graduate program all work submitted for a degree (including the comprehensive examinations) must be completed within a six-year period. It is expected that the student will complete the program with reasonable continuity. Students called into military service, stricken by serious illness, or the like, may apply for an extension of time.

At least half of all coursework must be completed on-campus.

Transfer, Extension, Correspondence Credit

In any graduate program a maximum of 10 quarter hours of graduate credit may be transferred from another accredited institution subject to the following conditions: (1) work already applied toward another degree cannot be accepted; (2) work must have been completed within the six-year period allowed for the completion of degree requirements; (3) work must have been applicable toward a graduate degree at the institution where credit was earned; (4) work offered for transfer must have the approval of the Director of Graduate Studies and the head of the department or advisor of the student's major; (5) acceptance of the transfer credit does not reduce the residence requirement stated above.

Under no circumstances may credit earned through correspondence work be applied toward satisfaction of degree requirements.

Course Numbers, Load and Schedule

Courses numbered 700 and above are open only to graduate students. Certain courses devoted to fundamental knowledge carry a 300/400 number for an

NORTH GEORGIA COLLEGE

undergraduate in the senior division and a corresponding 600 number for a graduate student.

A full load for a graduate student is 10-15 hours per quarter. If a student is fully employed, he should take only five hours of graduate work during the time he is employed. A student on a graduate assistantship may take a maximum of ten hours of graduate work per quarter.

The College makes every effort to maintain the schedule of courses as announced in its bulletin. However, the right is reserved to withdraw courses, change instructors, or change the schedule of classes at any time without previous announcement.

All students should be careful not to enroll in courses which they have previously taken. The final responsibility for duplication of courses rests with the student.

Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions of the University System of Georgia and are included in the determination of the grade point average:

- A — Excellent
- B — Good
- C — Satisfactory
- D — Passing
- F — Failure
- WF — Withdrawn, failing

The following grading symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

- I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed within two quarters, the symbol "I" will be changed to the grade "F" by the appropriate official.
- W — This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period except in cases of hardship as determined by the appropriate official of the respective institution.
- V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

Teacher Certification

Teacher certification is a complex process. If students work closely with their advisors in establishing and implementing their Program of Studies, difficulties regarding State certification can be kept to a minimum. However, if the student does not hold a teaching certificate additional work will be required. Questions should be referred to the Director of Graduate Studies or to the Head of the Department of Education.

The Off-Campus Program

North Georgia College provides graduate courses in a number of locations throughout the Northeast Georgia area. Off-Campus sites may vary from quarter to quarter, but every effort is made to provide the graduate student the convenience of taking courses at locations in or near their home community. Students are allowed to take up to one-half of their course work at off-campus locations. Costs for off-campus courses are slightly higher than for on-campus courses.

Advisers

The Director of Graduate Studies in Education is the general adviser for all graduate students, but, so far as particular courses are concerned, a student is counseled by the head of the major department or by professors appointed as academic advisers for each student. A new student seeking an adviser should go to the Director of Graduate Studies, who will assign him to a particular adviser.

The adviser is expected to provide the graduate student with a list of courses required for graduation. At the time of each registration, the adviser should approve the student's program of study for that quarter.

Faculty Committees

For students admitted to candidacy in programs requiring a thesis, an advisory committee is appointed by the Director of Graduate Studies in Education. The chairman shall come from the academic Department concerned, with the remaining two members coming from the Department of Education. The chairman serves as the major professor for work on the thesis, but the candidate is expected to consult regularly with all members of the committee while the work is in progress. The thesis defense is conducted by the student's committee.

Students who are candidates in the program not requiring the thesis will be advised only by their major professor until they reach the point of taking

their comprehensive examinations. At this time the major professor will choose two additional faculty members and form a committee to administer the area examination. The committee must be approved by the Director of Graduate Studies. The core comprehensive examination is required of all candidates and is administered by the Director of Graduate Studies.

Change of Program

Before a graduate student may transfer from one degree program to another, he must submit his request in writing to the Graduate Director. This request must then be approved by the new major department and the Director of Graduate Studies. Unauthorized changes may result in additional degree requirements.

Comprehensive-Final Examinations

Comprehensive-final examinations are required for all candidates for a graduate degree. The core comprehensive examination will evaluate the required education courses. The area comprehensive examination will evaluate the content courses. The following regulations govern the administration of the comprehensive examinations:

1. The student must be registered when taking the core and/or the area examination.
2. Students must apply with the Director of Graduate Studies to be permitted to take the core examination and with the appropriate advisor to take the area examination.
3. Each student is required to take an examination. Whether it is oral and/or written is determined by the student's major department.
4. The area examinations are administered by the committee comprised of the major professor and two or more additional faculty members. The committee must be approved by the Director of Graduate Studies.
5. The area examination covers all work prescribed by the student's program of work, including transferred work, and, if applicable, the thesis or research project.
6. The core comprehensive examination is required for all candidates and is administered by the Director of Graduate Studies.

GRADUATION

Students who finish all degree requirements in the summer or fall must apply for graduation at the Registrar's Office during the first week of their final quarter. Students finishing the winter or spring quarter must apply for graduation during the first week of the winter quarter. The fee will be submitted to the Registrar of the College. Students are expected to attend the graduation exercises at which their degree is to be conferred. No students will be issued diplomas or transcripts of credits if they are in default of any payments due the College.

Program check List

NORTH GEORGIA COLLEGE

Check List MASTER OF EDUCATION PROGRAM

Procedure	Filing Date	Availability of Forms	Submit to
1. Admissions to regular standing.	At application. (After 15 hours for Provisional and Post Baccalaureate.)	Director of Graduate Studies	Registrar's Office (Provisional and Post-Bac. submit to Dtr. Graduate Studies)
2. Selection of Major Professor or Committee upon acceptance into Graduate Program.	As soon as possible after admission.	Director of Graduate Studies	Director of Graduate Studies
3. Completion of Program of Studies/Admission to Candidacy for the Master's Degree.	Upon Completion of 15 hours and before completion of 25 quarter hours.	Graduate Office	Graduate Office
4. Request for transfer of graduate credit earned in another school. (No work will be transferred unless student makes a formal request.)	Immediately after student is admitted to candidacy for the degree.	Graduate Office	Student's Major Professor
5. Plan with Major Professor and Committee on Research, if thesis program is chosen.	Immediately after student's Major Professor or Committee is appointed.	None	None
6. Application for Comprehensive Examination	First week of final, or next to final, quarter of course work.	Graduate Office for core, advisor for area	Graduate Office for core, advisor for area
7. Order Cap and Gown.	Summer & Fall Quarters: during the first week of the quarter. Winter & Spring Quarters: during the first week of Winter quarter.	Registrar's Office	Registrar's Office

Check List Continued

Procedure	Filing Date	Availability of Forms	Submit to
8. Pay diploma Fee.	Last week of last quarter of course work.	Registrar's Office	Registrar's Office
9. If under Thesis Program, thesis with signed approval forms and receipt for thesis binding.	At least 20 days before degree is conferred.	Director of Graduate Studies	Director of Graduate Studies
10 Take final oral and/or written examination.	At least 20 days before degree is conferred.	Director of Graduate Studies will set date, time, place, and notify student of results of core examination. Adviser does same for area.	
11 Defense of Thesis.	Same as above.		

COURSE Descriptions

BIOLOGY**M.Ed. in Biology
Requirements**

Persons who pursue the graduate program in Biology should normally have an undergraduate background in the Biological Sciences equivalent to the Major in Biology-Secondary Education curriculum as listed in the most recent North Georgia College Bulletin. Other requirements are found in various sections of the Graduate Bulletin. The 25 to 30 hours graduate level Biology should consist of a broad coverage of the area or select courses designed to complement an individual's specific background or objectives.

BIOL—	Plant Taxonomy	5 hrs	BIOL—	Parasitology	5 hrs
601	Prerequisites: Biology 221 and 222 or by permission of the Head of the Department. An introductory plant taxonomy course utilizing the spring wild flowers of North Georgia to treat the principles of systematics, nomenclature, classification, phylogenetic relationships and collecting techniques. Four lectures, and one, two-hour laboratory period per week.		623	Prerequisites: Biology 220 or permission of the Head of the Department. The course will include a detailed study of the nature of parasitism, the classification, morphology and life histories of animal parasites, the epidemiology, pathology and treatment of parasitic diseases of man, domestic animals and other selected hosts. Three hours of lecture and two, two-hour laboratory periods per week.	
BIOL—	Human Form and Function	5 hrs	BIOL—	Introductory Microbiology	5 hrs
610	Prerequisites: Biology 102. An individual human anatomy and physiology course designed for physical education majors, but open to early childhood and middle grade education majors, deals primarily with the human skeletal, muscular, nervous, circulatory and respiratory systems. Laboratory study will include detailed study of charts, models and the dissection of a mammal using a systems approach. Four hours of lecture and one two hour laboratory per week.		624	Prerequisites: Biology 221 and two courses in Chemistry or by permission of the Head of the Department. An introduction to the principles of microbiology, utilizing the microorganism facilitate an understanding of the life processes. The course is designed for Biology majors and students in pre-professional medical programs. The laboratory phase includes exercises to develop proficiencies in the microbiological techniques. Four lectures and one, two-hour laboratory periods per week.	
BIOL—	Seminar in Teaching of Biology	5 hrs	BIOL—	Ecology	5 hrs
615	Prerequisites: Biology 101 and 102 and a minimum of three 200-400 level Biology courses. A seminar in techniques and procedures for illustrating central concepts in Biology. A survey of the history of science education and a consideration of modern perspectives in Biology are also included. This course is recommended for secondary education majors in Biology but is available to all who wish to gain insight into teaching in the Biological Sciences. The course meets five hours per week.		626	Prerequisites: Four courses in Biology or by permission of the Head of the Department. A study of plants and animals in their relations to each other and to the physical and chemical factors of the environment. Four lectures and one, three-hour laboratory period per week.	
BIOL—	Genetics	5 hrs	BIOL—	Cell Biology	5 hrs
620	Prerequisite: Biology 102, or by permission of the Head of the Department. A study of the principles of heredity in plants and animals, with applications to human heredity. Four lectures and one, two-hour laboratory period per week.		630	Prerequisites: Two upper level Biology courses and two courses in Chemistry or by permission of the Head of the Department. An intergrated approach to the biochemistry, physiology, and morphology of the plant, animal and prokaryote cell. Topics include: cell architecture transduction, regulatory and feedback pathways, organellogenesis, membrane biogenesis; and, the methods and	

special problems encountered in studying these phenomena. Additional topics include: viroids and viruses, bacteria and plasmid technology, intracellular parasitism and symbiosis, specialized cells, antibody formation, hybridomas, and cancer cells. Four lectures and one, two-hour laboratory per week.	BIOL— Marine Biology 5 hrs 660 Prerequisites: Biology 220 or 326. This course will cover basic principles of marine ecology with particular emphasis on the marine communities of the Georgia coast. The student will become familiar with the dominant flora and fauna for each of the major coastal communities through extensive field and laboratory work as well as lectures. First-hand experience will be provided in qualitative and quantitative sampling methods, and techniques for the measurement of pertinent environmental parameters. Laboratory and lecture will be tied closely together, and will consist of four hours of laboratory-lecture per day. There will be a one-week field trip to the coast. Participation in this trip is mandatory for successful completion of the course requirements.
BIOL— Immunology 5 hrs 640 Prerequisites: Biology 280 or 324 and two courses in chemistry or by permission of the Head of the Department. An introduction to the principles of immunology to include: structure and function of the cells participating in the immune responses, structure and biology of antigens, anti-bodies, and lymphokines. Additionally, hypersensitivity, auto-immunity molecular recognition at cell surfaces, and cancer biology will be treated. Laboratory exercises will demonstrate the basic antigens, anti-body reactions, antibody titering, and the principles of diagnostic immunology. Four lectures and one, two-hour laboratory period per week.	BIOL— Animal Histology 5 hrs 670 A study of selected tissues in the organ systems of vertebrates. Laboratory work involves the microscopic study of mammalian tissues. In addition, each student will use a number of microanatomic techniques to prepare a series of animal tissue slides. Three lectures and two, two-hour laboratory periods per week.
BIOL— Evolutionary Biology 5 hrs 645 Prerequisites: Four courses in Biology or by permission of the Head of the Department. A study of the principles of evolutionary biology utilizing specific examples, the course will begin with a historical review showing how evolutionary ideas became possible with the growth of biological knowledge. This will be followed by consideration of the mechanisms of evolution and of evolution as a process affecting contemporary organisms including humans. The latter portion of the course will deal with what has happened in the past and how we know about it, and will trace the evolutionary origins of the major groups of plants and animals culminating in a study of human evolution. Four lectures and one, two-hour discussion/seminar sessions per week.	BIOL— General Embryology 5 hrs 680 Prerequisites: Biology 321. A study of the germ cells and early development stages of vertebrates. Emphasis is placed on organology of the chick, pig, and man. Three lectures and two, two-hour laboratory periods per week.
BIOL— Physiology 5 hrs 650 Prerequisites: Biology 220 or 250. An advanced course which explores in detail the function of cells, tissues and organs. Students will examine and evaluate current literature in professional journals and conduct independent study which will be reported using an acceptable scientific format. Laboratory will include introduction to techniques in physiological research. The course meets for 4 lectures and one, two-hour laboratory per week.	BIOL— Man and the Environment 5 hrs 700 A study of the fundamentals of ecology with emphasis upon man's interaction with the natural world. The fundamentals will be used to analyze environmental problems and their implications for the human future. Projects will individualize the course according to student need, interest and expertise.
BIOL— Teaching Strategies for Middle and Secondary School Science Teachers 5 hrs This course has as its primary objective the assisting of individuals working to improve their teaching of science. The format of the class will include discussion, lecture, and practice of teaching techniques.	

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BIOL—	Field Zoology	5 hrs
705	A study of the general biology and ecology of the local fauna with emphasis on field identification	
BIOL—	Curriculum Planning in Science	5 hrs
708	This course includes a study of factors which influence science instruction in today's schools. Historical, psychological, social, philosophical and practical concerns will be addressed and considered in the processes of selecting and developing curriculum materials.	
BIOL—	Field Botany	5 hrs
710	A study of the general biology and ecology of the local flora with emphasis on field identification.	
BIOL—	Advanced Invertebrate Zoology	5 hrs
715	Prerequisites: Biology 220 or permission of the Head of the Department. The morphology, physiology, and evolutionary relationships of non-vertebrate animals will be examined. Laboratory exercises will be	

designed to familiarize teachers with culture methods, experiments, and demonstrations that could be used in their classes. Local sources of living animals will be demonstrated through field trips. Three lectures and one, two-hour laboratory periods per week.

BIOL—	Vertebrate Zoology	5 hrs
720	A survey of the taxonomy of vertebrate groups from fishes through mammals, with attention to basic organization and function, ecology, and evolutionary relationships. Select groups will be considered in terms of life history, behavior, and population patterns.	
BIOL—	Plant Ecology for Teachers	5 hrs
772	This course introduces the teacher to subject matter in plant ecology that is appropriate for use in middle and secondary school science courses. A lecture/laboratory/field format will be employed.	
BIOL—	Independent Study in Biology	5 hrs
780		

BUSINESS EDUCATION

BADM—	Intermediate Macro Economic Analysis	5 hrs
621	Prerequisites: BADM 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.	
BADM—	Intermediate Micro Economic Analysis	5 hrs
622	Prerequisites: BADM 151 and 152. An intensive study of price theory and its uses. Specific topics covered include the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.	
BADM—	Money and Banking	5 hrs
625	Prerequisites: BADM 221. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as	

a means of expanding and stabilizing the supply of money and credit, monetary theory, monetary and fiscal policies, international banking and finance, and other banking and credit institutions.

BADM—	Labor Economics	5 hrs
626	Prerequisites: BADM 221 and 222. A study of the origin of the labor movement; population and labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.	
BADM—	Financial Accounting, I, II, III	5 hrs
631	Intermediate Financial Accounting I, II	
632	and III examines generally accepted principles of accounting for assets, liabilities	
633	and capital along with the implication for revenues and expenses. Authoritative literature is introduced. Additional specialized topics include leases, pensions, price-level changes and financial statement analysis are covered. The courses are offered in sequence starting with the Fall quarter.	

BADM— Federal Income Taxation 5 hrs
635 This course is an introduction to the taxation of individuals and the fundamental tax provision applicable to all taxable entities. These provisions include the revenue, gain and loss recognition, tax basis, capital gains and business expense.

BADM— Cost Accounting 5 hrs
636 A study of manufacturing costs and cost accumulation systems. Job order, process and standard cost systems are examined.

BADM— Managerial Accounting 5 hrs
637 Prerequisites: BADM 231 and 232. A study of the use of accounting as a tool in the decision making process. Major topics covered including budgeting, gross profit, and break-even and cost profit-volume analysis, capital expenditures, and internal profit measurement.

BADM— Auditing 5 hrs
638 This course is a study of the principles and theory of the attest function of accounting applied internally and externally. Internal control systems and the review of authoritative professional literature are emphasized.

BADM— Risk and Insurance 5 hrs
641 Prerequisite: BADM 221 or permission of instructor. Studies the nature of risk and the role of insurance in risk management from individual and business viewpoints by considering insurance carriers, contracts, underwriting, and regulation.

BADM— Real Estate 5 hrs
642 A study of the concepts, principles, practices, and laws relating to acquiring, holding, utilizing, and disposing of real property.

BADM— Corporate Finance 5 hrs
644 Prerequisites: BADM 221 and 222. A study of financial organization and management from the standpoint of the chief financial officer of an operating business. Major topics emphasized are choosing a form of organization, planning and managing assets, planning the financial structure, managing short- and long-term funds, and valuing business enterprises.

BADM— Public Finance 5 hrs
646 Prerequisites: BADM 221 and 222. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state, and local levels.

BADM— Quantitative Methods I-Mathematical Analysis for Business 5 hrs
651 An introductory course in quantitative methods and concepts used as an aid in the analysis of business problems for decision making. A brief review of relevant mathematical subjects is conducted. Topics include decision models under conditions of uncertainty, linear programming, forecasting techniques, CPM, PERT, Monte Carlo simulation, and others.

BADM— Quantitative Methods II- Statistical Analysis for Business 5 hrs
652 A course in statistical methods with special reference to economic and business applications. Topics include probability distributions, sampling and hypothesis testing, statistical decision theory, regression and correlation, time series and trend, and index numbers.

BADM— Human Resources Management 5 hrs
665 A study of the principles and procedures of the recruitment, selection, and placement of a labor force. Treatment of grievances, problems of collective bargaining, compensation policies, merit rating, promotion, transfer and discharge, training and personal records are emphasized.

BADM— Retailing Management 5 hrs
666 A study of the organization, planning, policies, procedures problems, and controlling of the various types of retailing institutions. The major topics emphasized include the selection of retailing locations; organization of retailing services; and the selection, training, compensation and supervision of retailing personnel.

BADM— Principles of Advertising 5 hrs
672 A study of planning, organizing, and controlling involved in the management of the advertising function of business. Major consideration is given to budgeting for advertising, advertising research media selection, preparation of advertisements, services of advertising agencies and the economic and social effects of advertising.

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BADM— Principles and Problems in Business Education 5 hrs
Principles of business education in relation to the contemporary problems that face business teachers in the secondary school.

BADM— Problems in Teaching Basic Skill Courses 5 hrs
The theory and psychological principles of skill building and evaluation.

BADM— Problems in Teaching Basic Business Courses 5 hrs
Teaching procedures, materials, standards and evaluation in teaching bookkeeping, management, economics and related courses in the secondary school.

BADM— History and Philosophy of Vocational and Business Education 5 hrs
This course is designed to acquaint students with the philosophy and principles of vocational education in general and vocational business education specifically; federal financial support and other encouragement; organization, administration, and supervision of vocational education.

BADM— Economics for High School Teachers 5 hrs
Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.

BADM— Economics for Elementary and Middle School Teachers 5 hrs
Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.

BADM— Consumer Economics 5 hrs
722 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well-balanced spending programs.

BADM— Theory of Accounting 5 hrs
739 A study of accounting thought to include both financial and cost accounting theory. Topics of historical significance as well as current problems will be examined.

BADM— Independent Study in Business Education 5 hrs
780 The study of a topic or problem in business education significantly related to the student's interest. (With approval of the student's advisor).

CHEMISTRY

CHEM— History of Chemistry and Chemical Literature 5 hrs
600 The historical development of modern theories in chemistry will be examined. The chemical literature as an aid in teaching will be examined. In addition, sources of teaching aids such as films and literature will be discussed.

CHEM— Chemical Process 5 hrs
601 A discussion of important inorganic industrial processes. This course will also include discussion of such everyday operations as photography, leaches, detergents, and dyeing. Four hours of lecture and one laboratory period per week.

CHEM— Chemistry and the Environment 5 hrs
602 A comprehensive discussion of the effect s of chemical technology on our environment

and of the effect of this technology on our standard of living. Four hours Lecture and one laboratory period per week.

CHEM— Introduction to Biochemistry 5 hrs
611 Prerequisites: Chemistry 230 or 331. This course discusses intermediate metabolism and the various classes of compounds involved in those transformations. Four lectures and one laboratory period per week.

CHEM— Inorganic Chemistry 5 hrs
621 Prerequisite: Chemistry 340 or 341. An extension of the study of inorganic chemistry begun in general chemistry. The current theories of atomic structure and bonding in complex ions, crystal systems, and some descriptive inorganic chemistry will be discussed. Four lectures and one laboratory period per week.

CHEM—Organic Chemistry 5, 5, 5 hrs
631, 632, 633

Prerequisite: Chemistry 123. These courses are designed to introduce the student to functional groups and their interconversion, the mechanism of chemical reaction, conformational analysis, and stereochemistry. The third quarter includes an introduction to carbohydrates and amino acids, kinetic methods and an introduction to problems of organic synthesis.

CHEM—Physical Chemistry 5 hrs
640 This course is a non-calculus introduction to physical chemistry. Emphasis is placed on the application of physical chemical principles to the life sciences. Four lectures and one laboratory period per week.**CHEM—Physical Inorganic Chemistry** 5 hrs
721 A comprehensive application of modern theories and of thermodynamics to preiodicity and to chemical reactions.**CHEM—Introduction to Organic Analysis** 5 hrs
Prerequisite: Two quarters of organic

chemistry or permission of Department Head. The course will be devoted to qualitative organic analysis and will be an extension of the identification done as part of the laboratory work of the basic year course in organic chemistry. Instrumentation such as the infrared spectrophotometer, the ultraviolet spectrophotometer, the gas chromatograph, and other tools will be used to accomplish the stated objectives. Four hours lecture, and one laboratory period per week.

CHEM—Advanced Organic Chemistry 5 hrs
731 The use of chemical reactions in synthesis. A survey of industrial reactions and industrially important chemicals. Introduction to catalysis.**CHEM—Instrumental Analysis** 5 hrs
751 An examination of the use of instruments such as pH meters, spectronic 20, infrared, atomic absorption to teaching chemical concepts. Four hours lecture and one laboratory period per week.**CHEM—Independent Study** 1-5 hrs
780

EDUCATION

EDUC—Special Problems in Education 5-10 hrs
600**EDUC—Child Development** 5 hrs
601 A study of the roles played by maturation and experience in the social, emotional, moral, cognitive, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.**EDUC—Human Growth and Development** 5 hrs
603 A study of the development of the human from the prenatal period through adolescence. Focuses on the role played by maturation and experience in the social, emotional, intellectual, moral, and physical development of the individual. Includes

genetic and environmental influences on the development of the person. Educational practices considered in relation to their effect on the development of children. Treats the relationship of learning and learning theory on classroom teaching and planning. Observation and study of children in public school required two hours weekly.

EDUC—The Nature and Development of the Middle Grades Learner 5 hrs
604 This course focuses on the nature and diversity of the middle grade learner. Emphasis is placed on the physical, emotional, social, and intellectual development of children from the end of early elementary into the early high school years.**EDUC—Problems in Educational Psychology** 2 hrs
605

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EDUC—The Young Child in the Home and Community 612	5 hrs	A study of the role of the home, community, and state in the education of young children in order to get maximum home reinforcement of the knowledge and skills taught by schools.	EDUC—Effective Teaching Strategies 646	5 hrs	A course designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences.
EDUC—Communication Arts 614	5 hrs	This course includes language development, methods and materials, literature for young children and assessment of language skills.	EDUC—Science for Elementary School Teachers 660	5 hrs	This course is for teachers of grades k-8. It deals with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.
EDUC—Educational Measurements and Evaluation 616	5 hrs	Theory of and practice in construction, administration, and interpretation of tests and other measuring devices for mental ability, special aptitudes, scholastic achievement and personality.	EDUC—Teaching of Modern Science Curricula—(K-8) 661	5 hrs	Five hours of "hands on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them.
EDUC—Mental Hygiene 617	5 hrs	An advanced course dealing with mental hygiene problems, especially of children and adolescents; problems of different stages of maturation adjustments in the home, school and play groups; and special needs in cases of retardation and delinquency.	EDUC—Teaching of Modern Science Curricula-(7-12) 662	5 hrs	Five hours of "hands on" class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them.
EDUC—Social Studies for Teachers 623	5 hrs	An integrated social studies course designed for teachers. Topics considered include responsibilities of family membership, occupations, labor unions, taxation, local government functions, ways of communications and world cultures other than our own.	EDUC—Career Education 667	5 hrs	This course provides the student with an orientation toward specialized skills and approaches in implementing world of work concepts through numerous classroom and field based activities. The student will examine existing materials for the purpose of adaptation to this classroom setting.
EDUC—Classroom Management and Organization 640	5 hrs	This course is designed to provide classroom teachers with the knowledge and skills for managing the total instructional setting, including the individualization of instruction. Emphasis will be placed on grouping, teacher student relationships, establishing the classroom environment and coping with class conflict.	EDUC—Outdoor Education for Teachers 675	5 hrs	A course designed to enrich the school curriculum through experiences in the outdoors. Particular emphasis will be given to school camping and to the conservation of soil, water, forests and wildlife. The course requires extensive work in the field.
EDUC—Educational Media 641	5 hrs	The psychological principles underlying the use of audiovisual equipment and materials will be discussed. Extensive laboratory work will be included.	EDUC—Foundations of Education 700	5 hrs	The sociological, historical, and philosophical foundations for education in America.

GEOG—	Concepts and Materials in Geography for Teachers	5 hrs	EDUC—	Interpersonal Relationships	5 hrs
700	This course considers the evolution of the discipline, its current conceptional core, area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic statistical and cartographic sources.		708	A course intended to train teachers in basic, effective, teacher-student communication skills. Interpersonal skills are taught and demonstrated by the instructor. Students practice the skills in role playing situations. Skills included are: attending, responding, personalizing and initiating, problem solving, encouragement, and consequences.	
EDUC—	Educational Research	5 hrs	EDUC—	Research Problems—Thesis	5-15 hrs
701	Research procedures, experimental designs and the application of findings, and a research project conducted by the students.		710	Seminar in Early Childhood	5 hrs
EDUC—	Psychology of Classroom Learning	5 hrs	710	Provides opportunities to analyze trends, issues, theories, and practices in early childhood education.	
702	Analytical study of learning activities in the classroom, with reference to the learning of school subjects. The focus is on the learning process. Theories and principles of learning are related to classroom situations.		EDUC—	Curriculum Planning	5 hrs
EDUC—	Statistics for Teachers	5 hrs	711	A study of curricula in the public school. Areas of concentrated study will be determined jointly by the school districts involved and the college.	
703	A basic introduction to probability and statistics for classroom teachers. Emphasis is placed on the normal distribution, sampling, and measures of central tendency.		EDUC—	Language and the Young Child	5 hrs
EDUC—	Fundamentals of Student Teaching Supervision	5 hrs	712	Language and its acquisition; studied in relation to mental development and school achievement.	
704	Prerequisites: Hold Professional Certificate. The first course of the two course sequence designed to provide teachers with an introduction to the theory, knowledge and practices utilized in effective supervision of student teaching and other field experiences. The course focuses upon specific supervising teacher competencies and the relationship of these competencies to effective supervision.		EDUC—	Early Childhood Curriculum	5 hrs
EDUC—	Internship in Student Teaching Supervision	5 hrs	713	Principles and practices for planning learning activities for preschool and primary grades. Directed observation in selected schools is required.	
705	Prerequisites: EDUC 704 and serving as student teaching supervisor. Purpose of the internship is to assist in the development and utilization of supervisor of a student teacher. This field-oriented course is designed to meet specific individual needs of the supervisor. Direct assistance is provided through on site observations and feedback in addition to group seminars.		EDUC—	Administration and Supervision of Early Childhood Programs	5 hrs
EDUC—	Humanistic Psychology	5 hrs	714	A study of administrative and supervisory procedures, organization, policies, standards, funding, staffing, housing, and educational program planning for various kinds of programs for young children. Parent involvement and education will be given special attention.	
707	Humanistic psychology includes the study of self-theory, being-psychology, and contributions of the humanities to psychology.		EDUC—	Practical and Creative Activities for the Young Child	5 hrs
			715	A course designed to give students experiences in selecting and presenting art activities, stories, finger plays, music, rhythms, woodwork, science and nature experiments.	

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EDUC— Introduction to School Administration and Supervision.....5 hrs	EDUC— Middle School Curriculum 5 hrs
717 This course is an introduction to the study of school administration and supervision, and its contribution to the total school program. Emphasis will be placed on the underlying theories and significant studies which form the basis for the operation of today's schools. Students will study the various roles and responsibilities of the school leader, including personnel management and staff development. In addition, students will be introduced to basic legal principles applicable to public education.	734 In this course students will analyze and evaluate current curriculum trends and practices. Theories and philosophies of curriculum for the middle grades learner will be used as the basis for analysis and evaluation. Development of appropriate learning experiences will provide practical application of the theories and philosophies of curriculum.
EDUC— Early Childhood Workshop 5 hrs	EDUC— Diagnostic Teaching 5 hrs
725 Developing teacher-made books, materials and equipment for educational use. Provides opportunities for study of philosophy or organization of open education.	735 Deals with the learner's needs. This course is designed to help the practitioner learn to diagnose learning problems and learning needs. Students will develop diagnostic models to be implemented in the classroom.
EDUC— Trends in Early Childhood 5 hrs	EDUC— Seminar in Elementary Education 5 hrs
727 An overview of the history of early childhood education. Current trends and issues with emphasis placed on various approaches to Early Childhood Education.	740 This seminar is based on current trends in elementary education.
EDUC— Books and Materials for Young Children 5 hrs	EDUC— Math for Teachers (K-8) 5 hrs
729 Designed to familiarize students with appropriate books, materials, and equipment for program planning in day care centers, nursery schools, kindergartens, and primary schools. Language development will receive special emphasis.	743 Problems in School Organization and Curriculum 5 hrs
EDUC— Practicum in the Middle Grades 5 hrs	EDUC— Art for Teachers 5 hrs
730 Prerequisites: ED 604, ED 734. A supervised practicum for teachers working with 9-13 year olds.	744 Music for Teachers 5 hrs
EDUC— Practicum in Early Childhood 5 hrs	EDUC— Motivation and the Learning Environment 5 hrs
731 Field work based upon the background and individual needs of each student. Prerequisite: Permission of the instructor.	745 Advanced techniques and materials involved in the effective guidance of learners in kindergarten through high school are studied. Field experience and observation are required.
EDUC— Elementary School Curriculum 5 hrs	EDUC— Motivation and the Learning Environment 5 hrs
733 Deals with theories and philosophies of curriculum and the development of learning experiences. Students will analyze and evaluate current curriculum practices and trends.	747 The purpose of this course is to train teachers in skills for motivating the learner. Topics included are: one to one and group communication skills, behavior modification, encouragement, consequences and problem solving. Understanding and application of skills will be stressed via feedback and discussion of demonstrations in class and on-the-job.

EDUC— Guidance in the Elementary School	5 hrs	EDUC— Secondary School Curriculum	5 hrs
748			
Studies the nature and development of guidance services in the elementary school. Emphasis is given the particular characteristics of the elementary school as a unique climate for learning.		Deals with theories and philosophies of curriculum and the development of learning experiences in the secondary schools. Students will analyze and evaluate current curriculum practices.	
EDUC— School Law	5 hrs	EDUC— Problems in Teaching	5 hrs
751			
This course is designed to acquaint the public school teacher with a practical, working knowledge of the principles of school law so as to enable them to recognize and solve the variety of legal problems they encounter during the school year. Topics such as contracts, tenure, non-renewal, liability, and teacher and student rights will be covered.		This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel and the relevancy of the topic.	
EDUC— Independent Study	5 hrs		
780			
EDUC— Internship in Supervision in Early Childhood Education	5 hrs		
791			
Field work under the supervision of an administrator or supervisor and the College staff.			

LANGUAGE ARTS

LART— Children's Literature	5 hrs	LART— Remediation of Reading Disabilities	5 hrs
608			
The reading and evaluation of books for children. Discussed in the course are sources of information about children's books, children's interests in reading, the work of important authors and illustrators, and problems in the guidance of reading.		the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for a role of a "diagnostician" of students with reading disabilities.	
LART— Language Arts for Elementary Grades	5 hrs		
609			
This course provides for individual diagnosis and correction of problems in the student's handwriting, spelling, oral and written expression. Consideration is given to the study of appropriate techniques and materials for the teaching of reading, handwriting, spelling, and oral and written expression in the elementary school.			
LART— The Teaching of Reading	5 hrs	LART— Teaching Reading in the Middle, Junior High, and Secondary School	5 hrs
620			
An intensive study of reading skills. The role of readiness, vocabulary development, phonics, and word recognition as each is related to comprehension will be studied. Students will be required to participate in the teaching of reading in the public school.		Study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention to remedial and enrichment techniques for secondary students.	
LART— Diagnosis of Reading Disabilities	5 hrs	LART— Juvenile Literature	5 hrs
621			
Prerequisites: LART 620. This is an advanced course dealing with the causes of reading disability and methods for diagnosis both in		Reading and study of the various types of literature for young people, as well as a study of the appropriate reading programs for junior high school pupils, are included in this course.	

LART— Methods in Teaching Composition 5 hrs
634 A study of the objectives and methods for teaching oral and written composition in grades K-8. Instructional methods as they relate to the processes of developing prewriting skills, utilizing varying modes of discourse, revising and editing compositions, and writing across the curriculum will be emphasized. This course also includes a micro-computer component in which the skills needed to integrate word processing within the composition curriculum will be taught.

LART— Trends and Practices in Reading Education 5 hrs
720 Survey and critical study of the recent research, changes, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined, with emphasis on classroom organization or developmental reading.

LART— Practicum in Developmental and Remedial Reading 5 hrs
732 Supervised practice of diagnosis and remediation of disabled readers within public school setting. Regular classroom teaching of reading using a variety of approaches. Experience in working with a reading specialist under faculty supervision.

LART— Teaching Reading in Elementary and Middle Schools 5 hrs
736 In-depth analysis of current methods and practices in the teaching of reading. Examination and evaluation of various commer

cial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LART— Organization and Supervision of the Reading Program 5 hrs
737 Study of methods of organizing the reading program as part of the total curriculum. Role and responsibilities of the reading specialist. Steps to follow in coordinating a school-wide reading program.

LART— Materials and Reading 5 hrs
738 Examination of leading basal readers with manuals and skill texts. Phonics materials, audio visuals, games, and various commercial materials will be studied as to effectiveness and adaptability. Laboratory time for teacher-made materials.

LART— Psychology of Reading 5 hrs
739 Study of neurological and psychomotor development, the processing of information, learning principles, motivation, the effects of culture and the use of operant conditioning as related to reading.

LART— The Teaching of Composition 5 hrs
742 A study of current approaches to the teaching of composition with the specific emphasis on sequential curriculum development K-12, motivational strategies, techniques of student evaluation, processes of revision, and program evaluation.

SPECIAL EDUCATION

Mental Retardation, Interrelated Learning Disabilities, Behaviorally Disordered, (Programs for the endorsement in Hospital and Home Instruction and Gifted Education are also offered.)

SPED— Assessment of Exceptional

650 Children 5 hrs
Prerequisites: SPED 660 and SPED 670 or 690. A course offering tests unique to assessing the developmental levels and potential achievement of exceptional children. Emphasis is on the use of the tests in planning and selecting curricular programs and activities.

SPED— Behavior Management

658 5 hrs
A course emphasizing clinical management of life events; permitting, tolerating, interfering, environmental manipulation, life-space interviewing. Focuses on classroom management.

SPED— Introduction to Exceptional

660 Children 5 hrs
A study of physical, social, intellectual and emotional differences in children. The characteristics, both physical and behavioral, as well as methods of diagnosis and remediation for the academically talented, the mentally retarded, blind, partially sighted, deaf, hard of hearing, specific learning disabled, culturally disadvantaged and behaviorally disordered are reviewed.

SPED— Working with Parents of

664 Exceptional Children 5 hrs
A course designed to teach the techniques which an educator uses in communicating with parents of exceptional children. The means of interpreting handicapping conditions and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.

SPED— Educational and Medical

668 Aspects of Crippling and Special Health Conditions 5 hrs
A study of physically disabling conditions which cause educational difficulties. Orthopedic conditions, progressive deterioration conditions, low vitality condi-

tions, central nervous system injury and multiple handicaps are covered.

SPED— Practicum in Home/Hospital

669 5 hrs

SPED— Introduction to Mental

670 Retardation 5 hrs
A course designed to review the historical treatment, etiology and characteristics of the mentally retarded. Methods of diagnosing, placing and working with the retarded are covered.

SPED— Speech and Language Develop-

672 ment of Exceptional Children 5 hrs
This course covers the current understandings of speech and language development of exceptional children, including non-English speaking and diverse cultural and racial groups.

SPED— Vocational Training and

673 Career Education for the
Exceptional Child 5 hrs
A course emphasizing the educator's role in career development and vocational experiences in the school and community. Job counseling, working with other disciplines and agencies in the community, and supervision in job training situations are covered.

SPED— Methods and Materials for

674 Teaching the Mentally
Retarded 5 hrs
Prerequisites: SPED 650 and 670. Methods and materials as they relate to the development of desirable attitudes, abilities and skills of the mentally retarded.

SPED— Methods and Materials

675 for Teaching Severely
Mentally Retarded 5 hrs
Prerequisites: SPED 650 and 670. A course covering diagnostic criteria and the development of teaching materials and relationships with community organizations interested in developing schools or centers for mentally retarded.

SPED— Introduction to the Education of Children with Emotional Problems 5 hrs 680 A course designed to discuss behavioral characteristics of children with emotional and/or behavioral problems. Factors of etiology, identification and therapy are covered.	SPED— Practicum for Teachers of the 746B-747B Interrelated Area I & II 10 hrs Prerequisites: Approval of adviser. Supervised practicum in programs for children with learning and/or adjustment problems.
SPED— Characteristics of the Gifted 5 hrs 685 A course covering the identification and characteristics of gifted and talented students from pre-school through high school. Consideration is given to the exploration of alternatives for recognizing gifted and talented children who are culturally different and/or underachieving. Alternative services models and the major instruments used for identifying gifted and talented will be studied.	SPED— Administering and Supervising Public School and Special Education Programs 5 hrs 760 The administrative practices and problems of organizations, staffing, curriculum development, and supervision of special education in schools. Consideration is given to self-contained and mainstreaming programs.
SPED— Program Development and Curriculum Planning for the Gifted 5 hrs 686 Prerequisites: Sped 685. Methods and materials as they relate to fostering creativity, developing interests, and channeling abilities of the gifted and talented students from pre-school through high school. The course will explore ways of organizing and promoting programs within the public school setting.	SPED— Advanced Theory in Curriculum Development and Methods for Teaching the Exceptional Child 5 hrs 770 Prerequisites: SPED 670 or 690, and 674 or 676, and 650. Advanced techniques in class organization, curriculum adjustment, and methods and techniques of teaching children with learning and/or behavior problems.
SPED— Practicum with the Gifted 5 hrs 687 Prerequisites: SPED 685 and SPED 686. Supervised practicum in programs for the gifted.	SPED— Practicum with the Mentally Retarded 10 hrs 771-772 Prerequisites: permission of advisor. Supervised practicum in programs for the mentally retarded.
SPED— Introduction to Children with Learning Disabilities 5 hrs 690 A course giving an overview of the field of learning disabilities as concerned with etiology, referral, diagnosis, management and educational practices.	SPED— Methods and Materials For Teaching Children with Learning Disabilities 5 hrs 776 Prerequisites: SPED 690 and 650. A review of theory and research in identifying effective methods of prescriptive teaching and task analysis. Appropriate materials are identified for use in teaching children with specific learning disabilities.
SPED— Practicum in Learning 746A-747A Disabilities I & II 10 hrs 777 Prerequisites: SPED 690, 650, and 676. Supervised practicum in programs for children with learning disabilities.	SPED— Competencies in Diagnostic Prescriptive Teaching 5 hrs 777 Prerequisites: Two of the following: SPED 670, 680, 690. The major objective of this course is to offer the appropriate skills and techniques to enable teachers of children with school achievement and/or adjustment problems to more adequately ascertain areas of performance deficiencies of individual children and prescribed and administer corrective measures.

SPED— Methods and Materials for 781 Teaching Children with Be- havioral/Emotional Disorders 5 hrs Prerequisites: SPED 650 and 680. A review of major approaches in the education of behavioral and emotionally disordered children. Understanding and planning adap- tations in the educational programs for disturbed children. Appropriate plans and materials are identified for use with disordered children.	SPED— Practicum in 788 Special Education 5 hrs
	SPED— Problems of Teaching 790 Special Education 5 hrs Prerequisite: Permission of instructor. A seminar providing the opportunity of examin- ing problems and issues which teachers have in teaching handicapped and gifted children. The seminar is taught in relation to actual experiences of teachers.
SPED— Practicum in Behaviorally 782 Emotionally Disordered I 5 hrs	SPED— Seminar in Special Education 5 hrs 791 Prerequisite: Permission of instructor. An ad- vanced seminar designed to meet individual needs which teachers have in teaching han- dicapped and gifted children. The seminar focuses on current issues and trends in special education.
SPED— Practicum in Behaviorally 783 Emotionally Disordered II 5 hrs	

ENGLISH

ENGL— History of the 601 English Language 5 hrs A study of the background, origins, and development of the English language, with emphasis on phonological and morphological aspects.	ENGL— Chaucer 640 Emphasis on <i>The Canterbury Tales</i> . 5 hrs
	ENGL— English Renaissance 5 hrs 660 A survey of non-dramatic English literature from 1500 to the Restoration.
ENGL— Southern Literature 5 hrs 604 The literature of the South, including a brief background study of the literary trends from the Civil War to the Southern Renaissance and concentrating on writers of the twentieth century.	ENGL— English Literature of the 680 Eighteenth Century 5 hrs
	ENGL— English Literature of 19th 690 Century Romanticism 5 hrs A study of Romanticism with emphasis on the major poets.
ENGL— Shakespeare 5 hrs 606 A study of selected comedies, chronicles, and tragedies, with emphasis on the tragedies.	ENGL— English Literature of the 695 Victorian Era 5 hrs A study of the major writers of the period in both prose and poetry. A general study of social conditions in England from 1832 to 1900.
ENGL— Advanced English Grammar 5 hrs 607 A comprehensive study of English grammar.	
ENGL— Selected Studies 1-5 hrs 620 Prerequisites: Permission of the Department. Reading, investigation, and writing, in the classroom or under informal direction of the faculty, on selected topics or areas not covered in other catalog listings. This course may be repeated for credit.	

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ENGL— Seminar in Nineteenth Century 715-716 American Literature 5 hrs Content will vary according to writers and movements studied.	ENGL— Composition Studies for Teachers 750 5 hrs Study and practice of composition theory and teaching techniques.
ENGL— Seminar in Twentieth Century 720-721 American Literature 5 hrs Content will vary according to genres, authors, movements studied.	ENGL— Independent Study In English 780 1-5 hrs
ENGL— Shakespeare's Tragedies 5 hrs 740 An intensive study of Shakespeare's major tragedies.	ENGL— Studies in Nineteenth Century 790-791 British Romanticism 5 hrs An intensive study of Wordsworth-Coleridge or Byron-Shelley-Keats.
ENGL— Shakespeare's Comedies 5 hrs 741 An intensive study of Shakespeare's major comedies.	

FINE ARTS

ART—	Drawing		ART—	Graphics	
610	A sequence of directed	5 hrs	640	A sequence of directed	5 hrs
611	Studies in drawing.	5 hrs	641	studies in printmaking.	5 hrs
612		5 hrs	642		5 hrs
613		5 hrs	643		5 hrs
614		5 hrs	644		5 hrs
ART—	Painting		ART—	Contemporary Art History	5 hrs
615	A sequence of directed	5 hrs	650	Contemporary art and its development.	
616	studies in painting.	5 hrs			
617		5 hrs	ART—	American Art History	5 hrs
618		5 hrs	651	The development of painting, sculpture,	
619		5 hrs		architecture, and crafts in the United States.	
ART—	Elementary School Art	5 hrs	ART—	Renaissance Art History	5 hrs
631	Through lecture, slides, films, and filmstrips the developmental stages of Children's Art, media and techniques appropriate for pre-school and elementary grade levels, and planning for art lessons are introduced. Studio activities involve the student in experimentation with art materials, design concepts, and projects for art teaching at the elementary level.		652	An analysis of art monuments of the Renaissance.	
ART—			ART—	Textile Design	
632			660	A series of directed	5 hrs
			661	studies in surface	5 hrs
			662	design on fabrics.	5 hrs
			663		5 hrs
			664		5 hrs
ART—			ART—	Weaving	
633	Secondary School Art	5 hrs	665	A series of directed	5 hrs
	Art teaching concepts directed toward the adolescent and adult age levels. Studio activities will involve experimentation with art materials, teaching techniques, and art education philosophy that can be applied to secondary school and/or adult art program.		666	intermediate and advanced	5 hrs
			667	studies in weaving, theory,	5 hrs
			668	spinning, and dyeing.	5 hrs
			669		5 hrs
ART—			ART—	Pottery	
633	Teaching Crafts	5 hrs	670	A sequence of directed	5 hrs
	Experiences in a variety of craft activities to encourage design and cultural awareness. Skills of children at various levels will be considered as Craft Units are planned and adapted to classroom use.		671	studies of advanced ceramic	5 hrs
			672	techniques will be studied	5 hrs
			673	which will include the	5 hrs
			674	following; Production	5 hrs
				techniques as well as forms of individual expression, clay and glaze	
				formulating various methods of kiln	
				firing and kiln construction.	

ART—	Thesis I and II	10 hrs	
Preparation and execution of an applied project in Art Education.			
ART—	Classroom Art Curriculum	5 hrs	
733	In-depth researching into problems of teaching art in the classroom. Curriculum planning and involvement in art materials and classroom teaching techniques will be observed.		
ART—	Techniques of Teaching Art	5 hrs	
734	In-depth techniques involved in effective		methods of guiding and supervision sequential art learning for early childhood to adolescence.
ART—	Analysis of Art for Teachers	5 hrs	
735	A non-studio course designed to assist the teacher in "art appreciation" activities. Historical and contemporary art movements will be compared and analyzed.		
ART—	Independent Study in Art.		1-5 hrs
780			

MATHEMATICS

In addition to the basic requirements of North Georgia College for admission to the graduate program, a candidate in the area of Mathematics Education must exhibit training in Mathematics and Mathematics Education which qualifies the candidate for the T-4 teaching certification in Mathematics. Until such requirements are met as approved by the Director of Certification of the State Department of Education, the student will not be allowed to file a program of study toward the degree.

All study programs must include Mathematics 701 and/or Mathematics 702.

MATH— Differential Equations	5 hrs	MATH— Orthogonal Functions and Boundary Value Problems	5 hrs
600 Prerequisite: MATH 246. An introductory course in ordinary differential equations with emphasis upon linear differential equations of the first and second order.		616 Prerequisites: MATH 247 and MATH 300; or consent of Department Head. A study of fourier series and integrals, Sturm-Liouville systems, applications to solution of partial differential equations with boundary conditions.	
METR— Meteorology	5 hrs	MATH— Functions of a Complex Variable	5 hrs
601 A basic course designed to acquaint the student with the fundamental concepts of meteorology and its relation to other fields of interest. Mathematics will be used when it seems essential to the complete understanding of a concept. Included are such topics as air masses and front, cloud classification, precipitation mechanisms, weather observations, fundamental forecasting theories, and interpretation of weather charts and diagrams.		618 Prerequisite: Math 247 or consent from Department Head. Conditions for analyticity, elementary functions, the Cauchy integral theorem, the fundamental theorem of algebra, power series, residues, poles, conformal mapping.	
MATH— Introduction to Mathematics for Elementary and Junior High Teachers I	5 hrs	MATH— Mathematical Analysis I	5 hrs
610 This course promotes facilities with the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the arithmetic strands.		620 Prerequisite: MATH 247 or consent of the Department Head. An introduction to the real number system, the basic notions of set theory, limit concepts and continuity, and the foundations of the differential and integral calculus of one variable.	
MATH— Introduction to Mathematics for Elementary and Junior High Teachers II	5 hrs	MATH— Mathematical Analysis II	5 hrs
611 This course promotes facilities with the concepts, structure, and style of mathematics studied and taught in the elementary school with emphasis on the geometric strands.		621 Prerequisite: MATH 410 and MATH 247. A continuation of MATH 410 to include the calculus of several variables, improper integrals, Taylor series, and uniform convergence.	
MATH— Geometry for Teachers	5 hrs	MATH— Theory of Numbers	5 hrs
612 Designed to prepare the student to teach modern secondary school geometry. Euclidean and non-Euclidean geometries.		631 A study of elementary problems in number theory with topics from divisibility congruences, residues, special functions, Diophantine equations, continued fractions.	
MATH— Elementary Vector Analysis	5 hrs	MATH— Probability and Statistics	5 hrs
615 Prerequisites: MATH 247 or Consent of the Department Head. The elements of vector algebra and vector calculus with some space generalizations.		639 Prerequisites: MATH 246. A calculus based introduction to probability distributions and statistical inference. Topics will include probability distributions, expectation, hypothesis testing, and estimation procedures.	

MATH— Theory of Probability	5 hrs	MATH— History of Mathematics	5 hrs
640 Principal topics include combinatorial methods, axiomatic probability, discrete and continuous probability, distributions, mathematical expectation, moment generating functions.		670 A survey of the historical development of mathematics with emphasis on topics for secondary teachers.	
MATH— Mathematical Statistics	5 hrs	MATH— Seminar in Applications	
641 Prerequisite: MATH 640. Principal topics include sums of random variables, sampling distributions, properties of estimators, tests of hypothesis.		701-702 of Mathematics	5 hrs
MATH— Introduction to Discrete Mathematics	5 hrs	Topics will vary among social, business, and scientific applications of mathematics, statistics, operations research and the computer.	
650 A course in discrete mathematical structures. Topics will include sets, logic, Boolean algebra, elementary graph theory, and combinatorial methods.		MATH— Foundations of Geometry	5 hrs
MATH— Numerical Analysis	5 hrs	712 A study of Euclidean and Non-Euclidean topics.	
655 Prerequisite: MATH 246. Numerical solutions to problems in mathematics; roots of nonlinear equations, zeros of polynomials interpolation, systems of linear algebraic equations, quadrature ordinary differential equations methods on computer.		MATH— Topics in Modern Algebra for Teachers	1-5 hrs
MATH— Mathematical Models	5 hrs	MATH— Topics in Matrix Algebra for Teachers	1-5 hrs
659 Prerequisite: MATH 240 and MATH 246 or consent of Department Head. A study of various mathematical models, with emphasis on problems from the managerial, social, and biological sciences. Topics will be selected from the following: Graph Theory, Matrix Algebra, Probability, Combinatorial Theory, Mathematical Programming, Calculus-based Models.		MATH— Topics in Calculus for Teachers	1-5 hrs
MATH— Abstract Algebra	5 hrs	MATH— Topics in Geometry for Teachers	1-5 hrs
660 Prerequisite: MATH 246 or consent of Department Head. A formal introduction to the algebra of groups, rings, and fields.		MATH— Topics in Graph Theory for Teachers	1-5 hrs
MATH— Linear Algebra	5 hrs	MATH— Topics in Combinatorial Mathematics for Teachers	1-5 hrs
665 Prerequisite: MATH 246 or consent of Department Head. An introduction to the basic concepts of linear algebra. Topics include finite-dimensional vector spaces, bases, linear transformations, and matrices.		MATH— Topics in Computer Science for Teachers	1-5 hrs
		MATH— Topics in Discrete Mathematics for Teachers	1-5 hrs
		MATH— Probability and Statistics	5 hrs
		740 A study of various distributions and hypothesis testing.	
		MATH— Independent Study in Math	5 hrs
		CpCs— Independent Study in Computer Science	1-5 hrs

MODERN LANGUAGES

MLAN 615—	Advanced French Composition and Syntax	5 hrs	MLAN 702—	Advanced German Grammar	5 hrs
MLAN 617—	French Literature of the Seventeenth Century	5 hrs	MLAN 703—	Advanced Spanish Grammar	5 hrs
MLAN 618—	French Literature of the Nineteenth Century	5 hrs	MLN 706—	Romance Philology For French and Spanish	5 hrs
MLAN 619—	Contemporary French Literature	5 hrs	MLAN 707—	Old French An introduction to the morphology and syntax of early French.	5 hrs
MLAN 620—	Guided Study In Foreign Languages	5 hrs	MLAN 721—	French Literature of the Renaissance	5 hrs
MLAN 650—	French Phonetics An intensive study of pronunciation building fluent expression.	5 hrs	MLAN 722—	French Literature of the Eighteenth Century	5 hrs
MLAN 695/696—	5 hrs/5 hrs "Study Abroad Program"		MLAN 731—	German Literature Since 1945	5 hrs
MLAN 701—	Advanced French Grammar	5 hrs	MLAN 780—	Independent Study In Foreign Languages	5 hrs
			795/796/797— "Studies Abroad"		5, 5, 5 hrs

PHYSICAL EDUCATION

PHED— Sex Education	5 hrs	
600	A study of the attitudes and standards of the physical, emotional and behavioral aspects of sex.	body with particular emphasis on the physiological changes occurring during exercise.
PHED— Materials and Methods In Physical Education	5 hrs	
605	A study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.	
PHED— Elementary and Secondary School Physical Education	5 hrs	
620	A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern day physical education program.	
PHED— Exercise Physiology	5 hrs	
650	A combined study of the structure and function of the human body. Lecture and laboratory experience includes the study of the minute and gross anatomical and physiological structures of man as it relates to man living in the physical world of muscular activity.	
PHED— Kinesiology and Therapeutics	5 hrs	
660	A study of the movements of the human body and their working relationship in normal and atypical individuals.	
PHED— Health Education	5 hrs	
690	A study of the physical and mental health problems of society as they relate to man and his confrontations with mental health, alcohol, disease, drugs, marriage, nutrition, physical fitness and sex.	
PHED— Curriculum Planning In Physical Education	5 hrs	
700	Deals with the administration, planning, construction, and content of curriculum in modern day physical education programs.	
PHED— Scientific Aspects of Exercise	5 hrs	
704	A consideration of the effect of exercise on the functions of the organic systems of the	
PHED— Prevention and Treatment of Athletic Injuries	5 hrs	
705	This course deals specifically with the immediate care and long term prevention, treatment and rehabilitation of injuries occurring from sports and physical activities.	
PHED— Analysis of Motor Skills	5 hrs	
706	Analysis of motor skills based on laws and principles of mechanics.	
PHED— Administration of Physical Education in the School Program	5 hrs	
713	Program planning; budgeting, selection, care and maintenance of equipment and facilities; personnel; and other administrative problems; evaluation of physical education in the school programs.	
PHED— Current Problems in Health, Physical Education and Recreation	5 hrs	
714	Problems met in a comprehensive program of health, physical education or in recreation in the school and community. Special emphasis given to problems in areas of students' interests.	
PHED— History of Physical Education	5 hrs	
715	Greek and Roman concepts of physical education, education and physical education in the Renaissance and Reformation, historic events, and principles of European and American physical education. Special reference given to the value of physical education in the current economic and social life of the nation.	
PHED— Case Studies in Physical Education and Athletics	5 hrs	
717	Problems dealing with the administration and teaching of physical education and athletics are studied by using the case study method.	

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PHED— Movement Education	5 hrs	
720 Movement education, which emphasizes exploration and discovery of sound natural movement, will be studied to provide a basic understanding of the evolution, nature, purpose, methods, and various techniques used in this modern approach to physical education.		
PHED— Aspects of Sports In American Culture	5 hrs	
722 An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum and methods of instruction, professional preparation, dance, leisure, and amateur and professional status.		
PHED— Theories of Coaching	5 hrs	
723 A focus on why athletes and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.		
PHED— Independent Study In Physical Education	5 hrs	
780 The study of a topic or problems in Physical Education significantly related to the student's interest. (By approval of student's advisor.)		

PHYSICS

PHYS— Mechanics—Analytical	5 hrs	
615 Prerequisite: PHYSICS 230. May be taken concurrently with MATH 300. Kinematics, using vector analysis, dynamics of particles, rotation and planetary motion, the linear harmonic oscillator, studies of energy, momentum and impact, introduction to the most general methods of solving dynamical problems.		teacher in dealing with problems in modern physics which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.
PHYS— Mechanics for Teachers	5 hrs	
620 Four lectures and discussions and one, two-hour laboratory period per week. Prerequisite: MATH 245. This course is designed to aid the elementary physics teacher in dealing with problems in mechanics which may arise in his teaching. The effective presentation of physics concepts in this area will be emphasized.		Prerequisite: PHYSICS 224. A study of the elementary principles of electronics. The laboratory work consists of the study of electronic circuits and the use of testing equipment. Four lecture-recitations and one, two-hour laboratory per week.
PHYS— Waves, Electricity, and Magnetism	5 hrs	
630 Prerequisite: PHYSICS 615. This course is designed to aid the elementary physics teacher in dealing with problems in waves, electricity, and magnetism which may arise in his teaching. The effective presentation of physical concepts in this area will be emphasized. Four lectures and discussions and one, two-hour laboratory period per week.		Prerequisite: PHYS 224. An introduction to Digital Electronic Technology. Topics to be included are number systems, Boolean algebra, logic families in use, comparisons of the logic families, and logic circuit design. The laboratory exercises will be selected to complement the classroom lectures. Four one-hour lectures and one two-hour laboratory per week.
PHYS— Modern Physics	5 hrs	
635 Prerequisite: PHYSICS 615. This course is designed to aid the elementary physics		Prerequisite: PHYS 224, PHYS 376L. This course will demonstrate some of the possible applications of micro computing to scientific data acquisition, display and processing, in Basic or machine language or a hybrid combination of the two. The students will be provided with hands-on experience with the different types of hardware and interfaces usually found in microcomputer systems.

PHYS— Science for Elementary School Teachers 5 hrs

This course is for teachers of grades K-8. It deals with the everyday aspects of physics, chemistry, and astronomy as they might need to be explained by the elementary teacher. The work will include demonstrations and suitable experiments that can be performed with materials available in the average elementary and home situation.

PHYS— Teaching of Modern Science

661 Curricula—(K-8) 5 hrs
 Five hours of "hands-on" class activity per week designed to familiarize the student with modern Elementary Science Programs and how to teach them.

PHYS— Teaching of Modern Science

662 Curricula—(7-12) 5 hrs
 Five hours of "hands-on" class activity per week designed to familiarize the student with modern Junior High and Secondary Science Programs and how to teach them.

PHYS— Physics Laboratory I

675A, 676A, 677A, 1, 1, 1 hrs
 Selected experiments from the various branches of physics, clarifying and expanding the work of the classroom, and developing good laboratory techniques. The evaluation and the interpretation of experimental data.

PHYS— Thermodynamics 5 hrs

700 Prerequisites: Physics 225 and Math 300. A study of temperature and its measurement, calorimetry, and some topics from thermodynamics. Five lecture-reactions per week.

PHYS— Curriculum Study in Physics for Secondary Teachers 5, 5 hrs

These courses are designed to acquaint the student with some of the problems encountered in a high school physics presentation. A personalized system of instruction (self-paced-self-study) will be used to introduce the students to PSSC, Harvard Project, and ECCP curriculum projects. Both need not be taken to get credit.

PHYS— Electricity and Magnetism I 5 hrs

710 Prerequisite: Physics 240. With consent of Instructor, may be taken concurrently with Math 300. A course considering in somewhat more advanced manner the topics of electrostatics, magnetostatics, electrolysis, basic circuit theory, and related topics.

PHYS— Electricity and Magnetism II 5 hrs

720 Prerequisite: Physics 410. This course is a continuation of Physics 410 with emphasis on electrodynamics, alternating current theory, transmission lines, filters, electromagnetic wave theory and related topics.

PHYS— Nuclear Physics 5 hrs

740 Prerequisite: Physics 320 or 310. A study of natural radioactivity, interaction of radiation with matter, radiation measuring instruments and the detection of nuclear particles plus a survey of the current state of experimental and theoretical nuclear physics.

PHYS— Quantum Mechanics 5 hrs

750 Prerequisites: Physics 310 or 320, Math 300. Introduction to the quantum mechanics of one-dimensional systems. An introduction to Schroedinger's equation with emphasis being placed on solutions for one-electron atoms.

PHYS— Physics Laboratory II

775, 776, 777 1, 1, 1 hrs
 A continuation of Physics Laboratory I.

PHYS— Independent Study

780

PHYS— Introduction to Research Methods

790, 791, 792 5, 5, 5 hrs

This course consists of two or three lectures and demonstrations per week with laboratory work. The lectures will include the various research techniques, theory of errors, analysis of experimental data, use of library sources, and report writing. The student will be required to use library sources and to perform various experiments. The student will also be required to report his work by class talks and written reports.

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PSYCHOLOGY

PSYH— Child Development	5 hrs	PSYH— Psychological Reading and Research	5 hrs
601	A study of the roles played by maturation and experience in the social, emotional, moral, and physical development of children from the prenatal period to adolescence. Observation of children in public school required for two hours weekly.	610 Prerequisite: Permission of Instructor	2 hrs
PSYH— Psychology of Youth	5 hrs	611 Prerequisite: Permission of Instructor	2 hrs
602	A study of the physical, social, and cognitive adolescent with emphasis on the problems of transition to adulthood.	612 Prerequisite: Permission of Instructor	2 hrs
PSYH— Educational Psychology	5 hrs	PSYH— Social Psychology	5 hrs
605	Emphasis on learning, its nature, motivation, retention, appraisal, transfer, and application. Adjustment of educational practices to individual differences in abilities and interests among pupils will be considered. Some observation in teaching-learning situations will be done.	615 A survey of the effects of the social environment on human behavior. Coverage includes: aggression, altruism, attitude change, audience effects, conformity, group dynamics, interpersonal attraction, leadership, sex roles and social perception.	
PSYH— Statistics for the Behavioral Science	5 hrs	PSYH— Measurement of Individual Differences	5 hrs
607	Prerequisites: Math 240. A survey of the statistics which are most frequently used in the behavioral sciences. Particular emphasis will be placed on analysis of variance techniques; some of the more useful non-parametric techniques will also be covered. Primary concern will be with computation and interpretation.	An introduction to theories and practices of psychological measurement. The characteristics and uses of specific maximum and minimum performance assessment devices will be included.	
PSYH— Experimental Psychology	5 hrs	PSYH— Psychology of Leadership	5 hrs
608	Prerequisite: PSYH 300A and Math 240. This course is designed to introduce students to experimental methods as applied to behavior. Some basic standard tools will be pre-elementary experiments. Laboratory time will be spent implementing simple procedures.	Psychology 101 is recommended but not required as a prerequisite. The characteristics of an effective leader will be studied and analyzed employing both a theoretical and an applied approach.	
PHYS— History and Systems	5 hrs	PSYH— Physiological Psychology	5 hrs
609	An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied. Relating these schools of thought to present systematic developments in psychology will be emphasized.	Prerequisite: 10 hours Biology. Personality is viewed as the integration of the morphonology, physiological and psychological aspects of the organism. The relationship between the internal environment and such behaviors as food intake control, mating behavior, neutral action, emotion, etc., will be considered.	
PSYH— Sensation and Perception	5 hrs	PSYH— Comparative Behavior	5 hrs
625	A study of sensory systems emphasizing behavioral significance of structure and physiology.	A treatment of evolutionary trends in behavior including neutral and hormonal mechanisms, with emphasis on physiology and function.	

PSYH— Psychology of Learning and Memory	5 hrs	PSYH— Abnormal Psychology II	5 hrs
631		654	This course deals with the causes, dynamics and treatment of the following forms of abnormal behavior: sexual deviations, psychosomatic disorders, organic brain syndromes, mental retardation, behavior disorders of childhood, maladaptive behavior of groups. Special emphasis will be given to contemporary approaches to therapy.
PSYH— Individual Intelligence Testing: Wechsler and Stanford-Binet Scales	5 hrs	PSYH— Industrial/Organizational Psychology	5 hrs
633		662	The study of human problems in work settings, selection, placement, motivation and job satisfaction, leadership, performance assessment, organizational development.
PSYH— Fundamentals of behavior Modification	5 hrs	PSYH— Psychological Counseling and Psychotherapy	5 hrs
635		663	Prerequisites: PSYH 419. A study of the various methods employed in counseling and psychotherapy. These methods will be interpreted as they are applied in the treatment of both the "disturbed" and the "normal" individual.
PSYH— Theories of Personality	5 hrs	PSYH— Group Dynamics	5 hrs
643		665	The study of the psychology of small group behavior. Coverage includes situational, physical and personality factors as they relate to group formation, interaction, and performance.
PSYH— Applied Research Techniques	5 hrs	PSYH— Advanced Educational Psychology	5 hrs
644		715	Prerequisite: PSYH 101, PSYH 305 and two senior division courses in psychology. Applications of the scientific findings of psychology to the more complex problems of the educational process.
PSYH— Abnormal Psychology I	5 hrs	PSYH— Applied Psychology	5 hrs
653		721	Application of the principles of psychology to social, business, industrial, governmental, educational, military and other professional fields.
PSYH— Independent Study In Psychology	5 hrs	780	Independent reading and research in the area of student's interest with consent of instructor.

SOCIAL SCIENCE

In addition to the North Georgia College Graduate Program Admission Requirements, a candidate must have an undergraduate background in the Social Sciences.

All study programs in the Social Science Department must include Social Science 601 (Research Methods), Social Science 602 (Statistics for the Social Sciences), Social Science 700 (Contemporary World, Social Awareness), and a written and oral comprehensive exam.

HISTORY

Independent Studies and Colloquiums				
HIST—	Studies In Histography	5 hrs	HIST—	Readings and Research in American Social and Cultural History
600			701	5 hrs
HIST—	Studies in Ancient and Medieval History	5 hrs	HIST—	Readings and Research in Southern History
610			702	5 hrs
HIST—	Studies in Early Modern Europe	5 hrs	HIST—	Studies in American Diplomatic History
620			703	5 hrs
HIST—	Studies in Nineteenth & Twentieth Century World	5 hrs	HIST—	Readings and Research in English History
630			704	5 hrs
HIST—	Studies in Modern World Revolutions	5 hrs	HIST—	Readings and Research in the Western Tradition
640			705	5 hrs
HIST—	Studies in U.S. History	5 hrs	HIST—	Readings and Research in Modern World History Since 1900
645			706	5 hrs
HIST—	Studies In Social & Cultural History of U.S.	5 hrs	HIST—	Readings and Research in Diplomatic History Since 1870
655			707	5 hrs
HIST—	Studies in Southern History	5 hrs	HIST—	Readings and Research in Russian History
660			708	5 hrs
HIST—	Studies in U.S. Diplomatic History	5 hrs	HIST—	Readings and Research in European Social and Cultural History
665			709	5 hrs
HIST—	Studies in Modern Diplomatic History	5 hrs	HIST—	Reading and Research in Third World History
670			710	5 hrs
HIST—	Studies in Military History	5 hrs	HIST—	American History Seminar
675			771	5 hrs
HIST—	Studies in Regional and Local History	5 hrs	HIST—	World Civilization Seminar
690			772	5 hrs
HIST—	Studies in Third World History	5 hrs	HIST—	Independent Study
699			780	5 hrs
HIST—	Readings and Research in American History	5 hrs		
700				

POLITICAL SCIENCE

PLSI— 655	Studies in the American Constitutional System	5 hrs	PLSI— 702	Readings and Research In American Political Thought	5 hrs
PLSI— 656	Studies in American Political Institutions	5 hrs	PLSI— 703	Readings and Research in Constitutional Studies	5 hrs
PLSI— 657	Studies in American Political Thought	5 hrs	PLSI— 704	Readings and Research In Latin American Studies	5 hrs
PLSI— 660	Studies in International Relations	5 hrs	PLSI— 705	Readings and Research in Comparative Government	5 hrs
PLSI— 661	Studies in Soviet and Eastern European Government	5 hrs	PLSI— 706	Readings and Research in International Relations	5 hrs
PLSI— 662	Studies in Soviet Foreign Policy	5 hrs	PLSI— 707	Readings and Research in Political Thought	5 hrs
PLSI— 663	Studies in Comparative Government	5 hrs	PLSI— 708	Readings and Research in Soviet and Eastern European Studies	5 hrs
PLSI— 700	Readings and Research in the American Political System	5 hrs	PLSI— 773	Political Science Seminar	5 hrs
PLSI— 701	Readings and Research In State and Local Government	5 hrs			

SOCIAL SCIENCE

SOSC— 601	Research Methods in the Social Sciences	5 hrs	wife beating, husband beating, child abuse, sibling violence and "granny- bashing". These areas will be explored concerning causation social and cultural context. Research in the area, responsi- bility and proposed means of preven- tion will also be dealt with.
SOSC— 602	Statistics for the Social Sciences	5 hrs	SDSC— 650
	Prerequisite: Math 240 and SOSC 601. A brief review of the basis for inferential and descriptive statistics; statistical inference and the assumption of causality through specific techniques and procedures including correla- tion, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved. Calculators will be helpful for this course.		A general overview of how laws can affect society and how people's attitudes can af- fect the law. It will deal with several land- mark cases and laws including Brown vs. Board of Ed. (desegregation), Roe vs. Wade (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.
SOSC— 635	Family Violence	5 hrs	SOSC— 700
	Interdisciplinary course which will deal with the main areas of family violence,		Contemporary World Social Awareness
			1-5 hrs
			Interdisciplinary readings and research course taught in a seminar format. This course will explain the historical, political, and social implications of issues in the con- temporary world.

NORTH GEORGIA COLLEGE

SOCIOLOGY

SOCI— 605	Race and Ethnicity	5 hrs	SOCI— 630	The Feminist Movement	5 hrs
	An examination of the development and persistence of racial and ethnic cleavages in societies, especially the U.S. Close attention will be given to the historical and economic functions of racism and discrimination, as well as their implications for a pluralistic society.			A historical study of the Feminist Movement in the United States emphasizing its political, economic, and social impact.	
SOCI— 610	Sociological Theory	5 hrs	SOCI— 635	Political Sociology	5 hrs
	A survey of the major theoretical concepts of major writers in sociology from Comte to the present.			A sociological analysis of political systems and power and their relationship to social and economic forces. Attention is given to exploring the question of "who rules America" and the processes involved in maintaining and legitimating political order.	
SOCI— 615	Social Stratification	5 hrs	SOCI— 640	Population and Environment	5 hrs
	Explores the economic, political and social basis of stratification and inequality in the U.S. today. Attention is given to the origins and nature of social classes, as well as other social divisions such as occupation, sex race, ethnicity, wealth and power.			An examination of the sociological relationships between population growth, economic policies, natural resources, and environmental degradation. Emphasis is on viewing such problems from an ecological perspective and their consequences for future survival.	
SOCI— 618	Social Movements and Collective Behavior	5 hrs	SOCI— 650	Occupations and Organizations	5 hrs
	An analysis of mass movements and collective protest from a historical and behavioral perspective. Emphasis is on understanding social movements as both agents and products of social change and their relationship to various other forms of collective phenomena.			An analysis of occupations, professions, and work roles from an organizational perspective. Attention is paid to such topics as occupational inequalities, mobility, and professional ethics, as well as the effect of technology on work and job satisfaction.	
SOCI— 621	Juvenile Delinquency	5 hrs	SOCI— 700	Readings and Research in Social Problems	5 hrs
	This course emphasizes three areas of the problem of juvenile delinquency—Causation, Treatment, and Prevention.			(Permission of Instructor)	
			SOCI— 780	Independent Study	5 hrs
				(Permission of Instructor)	

The following Economics courses offered by the Department of Business Administration will be acceptable toward the fulfillment of requirements for the M. Ed. degree in Social Science Education.

BADM— Macroeconomic Analysis 5 hrs

621 Prerequisites: BADM 151 and 152. An intensive study of the measurement, analysis, and control of aggregate economic activity. The economic principles underlying national income, business cycles, and growth are examined; and particular attention is given to problems involved in formulating economic policies.

BADM— Intermediate Economic Analysis 5 hrs

622 Prerequisites: BADM 151 and 152. An intensive study of price theory and its uses. Specific topics covered include: the theory of demand, the theory of the firm, pricing in competitive and monopolistic markets, and the pricing of economic resources.

BADM— Money and Banking 5 hrs

625 Prerequisites: BADM 151 and 152. A study of the basic principles and concepts of money and credit and their importance in the present economy. The major topics emphasized are the key role of the commercial banking system in our economy, central banking as a means of expanding and stabilizing the supply of money and credit, monetary and fiscal policies, international banking and finance, and other banking credit institutions.

BADM— Labor Economics 5 hrs

626 Prerequisites: BADM 151 and 152. A study of the origin of the labor movement; population and the labor force; organized labor; union organization and management; collective bargaining; and the problems of unemployment, full employment, wage theory and policies, and labor legislation.

BADM— Public Finance 5 hrs

646 Prerequisites: BADM 151 and 152. A study of the principles and techniques of government debt; specific tax and non-tax revenues; and expenditures at the national, state and local levels.

BADM— Economics for High

School Teachers 5 hrs

Develops the content, teaching, and application of economics to citizen needs for teachers who desire an understanding of general economics in the public school curriculum.

BADM— Economics for Elementary and

Middle School Teachers.....5 hrs

Develops the content, teaching, and application of economics for teachers who desire an understanding of general economics in the K-8 public school curriculum.

BADM— Consumer Economics 5 hrs

722 This course is designed for teachers and those students who desire a detailed study of consumer problems. The more important elements of consumer education are reviewed, including consumer goods, consumers' services, buying problems, consumer organization, problems of personal finance, and well balanced spending programs.

GEOG— Readings and Research in

Geography for Teachers 5 hrs

This course considers the evolution of the discipline, its current conceptional core; area "element-complexes," systematic vs. regional analytical procedures. Considers standard bibliographic sources. Procedures in adapting information from several sources to the classroom.

(OFFERED THROUGH THE DEPARTMENT OF EDUCATION)

Graduate Faculty

GRADUATE FACULTY

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